

### Parrett and Axe CEVA Primary School English genre progression and coverage

### <u>Year One</u>

Narrative – Story – writing to entertain

Text Structure	Sentence	Word Classes	Punctuation
Beginning or end of	Simple sentences, starting	Noun	Use finger spaces to separate
narrative signalled e.g.	with a pronoun and a verb e.g.	What a noun is.	words.
one day	He went home.	Regular plural nouns with 's' or 'es'	
		Pronouns: I, she, he, they	Begin to use full stops.
Ideas grouped together	Use simple noun phrases		
for similarity.	which add detail for	<u>Verbs</u>	Begin to use questions marks
	description e.g. massive field	Third person, first person singular.	and exclamation marks.
Attempts at third person		Ending added to verbs where there is no change to root.	
writing e.g. The wolf was	Simple connectives are used	Simple past tense 'ed'	Capital letters for start of
hiding.	to construct simple sentences		sentence, names (people,
	e.g. and, but, then, so	Adjectives	places, days of the week),
Written in the		Add 'er' and 'est' to adjectives where no change is	personal pronoun 'I'.
appropriate tense (mainly	Story language making use of	needed to ro	
consistent) e.g. Goldilocks	the prefix -un e.g. unlucky,	ot word.	
was Jack is	unhappy, unfortunately	Range of size adjectives used e.g. big, small	
		Range of colour adjectives used e.g. red, blue	
		Range of emotion words used e.g. sad, angry, cross	
		Prepositions: up, down, in, into, out, to, onto	
		Connectives/conjunctions	
		Join words and sentences using and, but, then, or, this	
		Time connectives: first, then, next	
		Once upon a time, one day, happily ever after	

### Writing to instruct

Text Structure	Sentence	Word Classes	Punctuation
Ideas grouped in sentences in time	Simple connectives are	Noun	Use finger spaces to separate
sequence.	used to construct	What a noun is.	words.
	simple sentences e.g.	Regular plural nouns with 's' or 'es'	
Written in the imperative e.g. sift	and, but, then, so.		Begin to use full stops.
the flour.		<u>Verbs</u>	
	Imperative verbs start	Simple imperative verbs: cut, move,	Begin to use questions marks and
Use of numbers or bullet points to	sentences e.g. spread,	fold, stir	exclamation marks.
signal order.	slice, cut.		
		<u>Adjectives</u>	Capital letters for start of sentence,
	Sentences do not	Add 'er' and 'est' to adjectives	names (people, places, days of the
	include pronouns and	where no change is needed to root	week), personal pronoun 'l'.
	are written	word.	
	impersonally		
		Connectives/conjunctions	
	Use simple noun phrases which add	Join words and sentences using	
	detail for description e.g. large	and, then, so, but	
	bowl		
		Time connectives: first, next, after,	
		1, 2, 3 etc.	

### Writing to inform (recounts, diaries, letters/invitations, autobiographies/biographies)

Text Structure	Sentence	Word Classes	Punctuation
Ideas grouped in sentences in time	Simple connectives are	Noun	Use finger spaces to separate
sequence.	used to construct	What a noun is.	words.
	simple sentences e.g.	Regular plural nouns with 's' or 'es'	
Written in first person.	and, but, then, so.		Begin to use full stops.
		<u>Verbs</u>	
Written in the past tense e.g. I	Use simple noun phrases which add	First/third person singular.	Begin to use questions marks and
went, I saw, I liked.	detail for description e.g. the	Ending added to verbs where there	exclamation marks.
	exciting trip	is no change to the root word.	
Focussed on individual or group		Simple past tense 'ed'	Capital letters for start of sentence,
participants e.g. I, we			names (people, places, days of the
		<u>Adjectives</u>	week), personal pronoun 'I'.

Ideas grouped together for similarity.	Add 'er' and 'est' to adjectives where no change is needed to root word.
	Connectives/conjunctions  Join words and sentences using and, then, so, but
	Time connectives: first, next, after, finally

Useful vocabulary for recounts, diaries, news reports:

On Monday, the accident, people felt, happened, angry, upset, the best part was, the worst part was, I liked, I didn't like

Useful vocabulary for letters:

Dear, from

Useful vocabulary for biographies/autobiographies:

When he/she was born, When he/she was five years old, An interesting thing about, A fact about, He/she will be remembered for

#### Year Two

Narrative – Story – writing to entertain

Text Structure	Sentence	Word Classes	Punctuation
Sentences organised	Subject/verb sentences e.g.	Noun	Use spaces that reflect the size
chronologically indicated	He was	Form nouns using suffixes and compounding	of the letters.
by time related words	They were	Regular plural nouns with 's' or 'es'	
e.g. finally	It happened	Pronouns: I, she, he, they	Use full stops correctly.
Divisions in narrative may	Use expanded noun phrases	<u>Verbs</u>	Use questions marks and
be marked by sections/	which add detail for	Progressive form of verbs in the past and present tense	exclamation marks correctly.
paragraphs	description e.g. very old	e.g. Goldilocks was walking through the woods.	
	grandma; old, red car	Add 'es', 'ed' and 'ing' to verbs.	Use capital letters correctly.
Connections between			
sentences to build	Simple connectives used to	<u>Adjectives</u>	Apostrophes for contractions
cohesion (e.g. use of	link clauses e.g. and, but, then,	Add 'er' and 'est' to adjectives where no change is	e.g. didn't
pronouns), add extra	so, when	needed to root word.	Possessive apostrophes for
information (e.g. but they			singular nouns.

got bored) or indicate	Use exclamation sentences	<u>Adverbs</u>	
concurrent events (e.g. as	where appropriate e.g. 'What	'ly' added to adjective to form adverb:	Commas to separate items in
they were waiting)	big eyes you have, Grandma!'	suddenly, quickly, slowly, carefully, nervously, excitedly,	lists.
		happily, lazily, angrily, slowly, truthfully	
Correct and consistent	Speech-like expressions in		Begin to use inverted commas
use of past and present	dialogue e.g. Chill out!	<u>Connectives/conjunctions</u>	to demarcate direct speech.
tense.		Subordination – when, if, that, because, who	
		Coordination – or, and, but	
		Time connectives: after, after that, at that moment, by	
		next morning, in the end, one day, soon, as soon as, until,	
		when, while, later, never, now, tomorrow, finally	

## Writing to instruct (instructions, labels/captions, lists)

Text Structure	Sentence	Sentence Word Classes F	
A goal is outlined – a statement	Imperative verbs are used to begin	Noun	Use spaces that reflect the size of
about	sentences.	Form nouns using suffixes and	the letters.
what is to be		compounding.	
achieved.	Use simple adverbs	Add 'es' to nouns.	Use full stops correctly.
	e.g. slowly, quickly.		
Written in sequenced		<u>Adjectives</u>	Use questions marks and
steps to achieve the	Use expanded noun phrases which	Add 'er' and 'est' to adjectives	exclamation marks correctly.
goal.	add detail for description e.g. long,	where no change is needed to root	
	pointy stick	word.	Use capital letters correctly.
Diagrams and			
illustrations are used	Use exclamation sentences where	<u>Adverbs</u>	Apostrophes for contractions e.g.
to make the process	appropriate e.g. 'What a fantastic	'ly' added to adjective to form	didn't
clearer.	time we all had!'	adverb:	Possessive apostrophes for singular
		Carefully, gently, slowly, softly	nouns.
		Connectives/conjunctions	Commas to separate items in lists.
		Subordination – when, if, that,	
		because	Begin to use bullet points for lists.
		Coordination – or, and, but	
		Time connectives: first of all, to	
		start with, firstly, lastly, finally	

#### Writing to inform (recounts, diaries, letters, autobiographies and biographies)

Text Structure	Sentence	Word Classes	Punctuation
Brief introduction and	Subject/verb sentences e.g.	Noun	Use spaces that reflect the size
conclusion.	He was	Form nouns using suffixes and compounding.	of the letters.
	They were	Add 'es' to nouns.	
Written in the past tense	It happened		Use full stops correctly.
e.g. I went, I saw.		<u>Verbs</u>	
	Some modal verbs introduced	Progressive forms of verbs in the past and present	Use questions marks and
Main ideas may be	e.g. would, could, should.	tense.	exclamation marks correctly.
grouped in sections/		Add 'es', 'ed' and 'ing' to verbs.	
paragraphs.	Use expanded noun phrases		Use capital letters correctly.
	which add detail for	<u>Adjectives</u>	
Ideas organised in	description e.g. old, red car	Add 'er' and 'est' to adjectives where no change is	Apostrophes for contractions
chronological order using		needed to root word.	e.g. didn't
connectives that signal	Use simple adverbs e.g.	E.g. shocking, awful, amazing, incredible	Possessive apostrophes for
time.	quickly, slowly		singular nouns.
		<u>Adverbs</u>	
	Simple connectives used to	'ly' added to adjective to form adverb:	Commas to separate items in
	link clauses e.g. and, but, then,	Carefully, gently, slowly, softly	lists.
	so, when		
		<u>Connectives/conjunctions</u>	
		Subordination – when, if, that, because	
		Coordination – or, and, but	
		Time connectives: afterwards, after that, when,	
		suddenly, just then, next, much later, eventually	

Useful vocabulary for recounts, diaries, news reports:

I found it interesting when, I didn't expect, it was terrible

Useful vocabulary for letters:

Dear Mr/Mrs, Dear Sir/Madam, Yours sincerely, Yours faithfully, I would like to, we felt

Useful vocabulary for biographies/autobiographies:

As a child/teenager, at a young age, many years later, in my view, his/her life was, I believe, He/she became

### Writing to inform (non-chronological reports)

Text Structure	Sentence	Word Classes	Punctuation
Brief introduction and	Subject/verb sentences e.g.	Noun	Use spaces that reflect the size
conclusion.	He was	Form nouns using suffixes and compounding.	of the letters.
	They were	Add 'es' to nouns.	
Written in the	It happened		Use full stops correctly.
appropriate tense e.g.		<u>Verbs</u>	
sparrow's nest in	Some modal verbs introduced	Progressive forms of verbs in the past and present	Use question marks and
hedgerows, dinosaurs	e.g. would, could, should.	tense. Maintain consistency of tense throughout.	exclamation marks correctly.
were enormous		Add 'es', 'ed' and 'ing' to verbs.	
	Use expanded noun phrases		Use capital letters correctly.
Main ideas may be	which add detail for	<u>Adjectives</u>	
grouped in sections/	description e.g. old, red car	Add 'er' and 'est' to adjectives where no change is	Apostrophes for contractions
paragraphs.		needed to root word.	e.g. didn't
	Use simple adverbs e.g.		Possessive apostrophes for
	quickly, slowly	<u>Adverbs</u>	singular nouns.
		'ly' added to adjective to form adverb:	
	Simple connectives used to	Carefully, gently, slowly, softly	Commas to separate items in
	link clauses e.g. and, but, then,		lists.
	so, when	Connectives/conjunctions	
		Subordination – when, if, that, because	
		Coordination – or, and, but	

The can be grouped, there are two sorts of, they live in

### Year 3 and 4

#### Narrative

Text Structure	Sentence	Word Classes	Punctuation
Time and place are referenced to	Simple sentences with extra description.	Noun	Introduce possessive
guide the reader through the text		Form nouns using prefixes. Nouns	apostrophes
e.g. in the morning	Some complex sentences using because, which,	and pronouns used to avoid	
	where etc.	repetition.	Introduce inverted commas
Organised into paragraphs e.g.		Determiners	
When she arrived at the bear's	Tense consistent Eg. Typically past tense for	Use of 'a' and 'an' correctly.	
house	narration, present tense in dialogue	ose of a and an correctly.	
		<u>Verbs</u>	
Cohesion is strengthened through	Dialogue is realistic and conversational in style.	Present perfect forms of	
relationships between characters	E.g. Well, I suppose	verbs.	
e.g. Jack, his, his mother, her			
	Verbs used are specific for action. Eg. Rushed,	Adjectives Chases appropriate	
Plot – Resolutions and endings are	shoved, pushed	Choose appropriate adjectives. Eg. To build	
developed  Relevant detail is used to create a		noun phrases.	
picture for the reader	Adverbials. Eg. When she reached home	mean pinasesi	
picture for the reduct		Connectives/conjunctions	
	Expanded noun phrases. Eg. Two horrible hours	Express time and cause	
	Dranasitions	(when, so, before, after,	
	Prepositions	while, because, also,	
		however, therefore, after	
		the, just then, as soon as)	
		Tense	
		Correct and consistent use	
		of past and present tense.	
		Adverbs	
		Introduce/revise	
		adverbs. Express	
		time/cause; then, next, very, rather,	
		slightly, soon.	
		Siightry, 300ff.	

### Recounts – Experiences, diaries and reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with	Last week	<u>Noun</u>	Apostrophes for
	extra description		Nouns and pronouns used	possession
Organised into		During our school trip	for clarity and cohesion.	
paragraphs shaped	Some complex sentences		Noun phrases expanded	Speech punctuation (if
around key events.	using when, if, as etc.	Soon	by the addition of	direct speech is used)
			modifying adjectives,	Y3 – Inverted commas
Links between sentences	Variation in sentence	Meanwhile	nouns and prepositional	Y4 – full speech
help to navigate the	structures e.g. While we		phrases.	punctuation
reader from one idea to	watched the sealion	To begin with		
the next, Eg. After	show		<u>Verbs</u>	Commas for fronted
finishing lunch, we		I was pleased that	Standard English forms	adverbials (Y4)
However, in the second	Use embedded/relative		for verbs.	
half	clauses E.g. Penguins,	I didn't expect that		
	which are very agile,		<u>Adjectives</u>	
A closing statement to		It was difficult to	Choose appropriate	
summarise the overall	Include adverbs to show		adjectives	
impact, (conclusion)	how often e.g.	Later on		
	additionally, frequently,		Connectives/conjunctions	
Elaboration is used to	rarely.	Before long	Use a wide range of	
reveal the writer's			connectives. Express time	
emotions and responses	Sentences build from a	At that very moment	and cause (when, so,	
	general idea to more		before, after, while,	
	specific.	At precisely	because)	
	Use emotive language to	When this was complete	<u>Tense</u>	
	show personal response	·	Correct use of past and	
	e.g. fabulous, showcase	I was gripped by	present tense.	
	inspired me to	,		
		I felt overwhelmed when	<u>Adverbs</u>	
			Know what an adverbial	
		I was personally affected	phrase is.	
		by		

		Fronted adverbials	
	This has changed how I		
	feel about		

### Non-chronological reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and	Simple sentences with	The following report	<u>Noun</u>	Apostrophes for
conclusion.	extra description.		Nouns and pronouns used	possession
		They don't	for clarity and cohesion.	
Sentences build from a	Some complex sentences		Noun phrases expanded	Speech punctuation
general idea to more	using when, if, as etc.	It doesn't	by the addition of	Y3 – Inverted commas
specific.			modifying adjectives,	Y4 – full speech
	Tense consistent e.g.	Sometimes	nouns and prepositional	punctuation
Organised into	modal verbs can/will		phrases.	
paragraphs shaped		Often		Commas for fronted
around a key topic	Variation in sentence		<u>Verbs</u>	adverbials (Y4)
sentence.	structures e.g. While the	Most	Standard English forms	
	eggs hatch female		for verbs.	
Sub-headings are used to	penguins	This report will		
organize information. E.g.			<u>Adjectives</u>	
Qualities, body parts,	Use embedded/relative	The following Information	Choose appropriate	
behaviour.	clauses E.g. Penguins,		adjectives	
	which are very agile,	Usually		
			Connectives/conjunctions	
	Include adverbs to show	Normally	Use a wide range of	
	how often e.g.		connectives to express	
	additionally, frequently,	Even though	cause, and to add	
	rarely.		additional information Eg.	
		Despite the fact	In addition, for example,	
	Use technical vocabulary		because, due to, when, if	
	to show the reader the	As a rule,		

	writer's expertise.		Tense Correct use of past and	
			present tense.	
			Adverbs Adverbs	
			Know what an adverbial	
Text Structure	Sentence	Vocabulary	phrase is. Word Classes	Punctuation
A set of ingredients and	Simple sentences with	Continue by	Noun Fronted adverbials Nouns and pronouns used for	Apostrophe to mark
equipment needed are	extra detail	<b>C</b>		possession
outlined clearly	Adverbials in sentences	Carry on	clarity and cohesion.	Commas after fronted
Organised into clear points	Eg. While the pastry	Do this until	Noun phrases expanded by	adverbials
denoted by time	cooks		the addition of modifying	
Friendly tips and	When the glue dries	Stop when	adjectives, nouns and	
suggestions are included			prepositional phrases. Eg. Add	
to heighten the		When you have done	the sifted flour into the bowl	
engagement. Eg. This dish is served best with a dash		this	Verbs	
of netmeg		Try not to	Standard English forms for	
		yec co	verbs. Present tense verbs	
Use simple organisational		Avoid		
devices Eg. Headings and			<u>Adjectives</u>	
subheadings			Choose appropriate adjectives	
Precautionary advice Eg.			Connectives/conjunctions.	
Be careful not to over			Express time and cause (when,	
whisk as it will turn to			so, before, after, while,	
butter			because, then, next, soon)	
			Tense Correct use of past and	
			present tense.	
			<u>Adverbs</u>	
			Know what an adverbial	
			phrase is.	

Instructions

	Adverbials used to show how	
	often (additionally, frequently,	
	rarely)	
	Fronted adverbials	

#### Newspapers

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Who, what, where, when	Simple sentences with	While, if, as, when.	<u>Noun</u>	Apostrophes for
and why information is	extra description.		Nouns and pronouns used	possession
clear to orientate the		Witnesses felt	for clarity and cohesion.	
reader.	Some complex sentences		Noun phrases expanded	Speech punctuation for
	using when, if, as etc.	He reported that	by the addition of	direct quotes
Clear introduction and			modifying adjectives,	Y3 – Inverted commas
conclusion.	Tense consistent e.g.	He also claimed that	nouns and prepositional	Y4 – full speech
	modal verbs can/will		phrases.	punctuation
Points about the		She went on to state		
visit/issue.	Adverbials e.g. As the	that	<u>Verbs</u>	Commas for fronted
	police arrived, the crowd		Standard English forms	adverbials (Y4)
Links between key ideas	scattered.	He continued by	for verbs.	
in the newspaper.				
	Variation in sentence	Hours later	<u>Adjectives</u>	
Organised into	structures e.g. While the		Choose appropriate	
paragraphs denoted by	witness was distracted	Unfortunately	adjectives	
time/place.	As the police arrived			
		Fortunately	Connectives/conjunctions	
All newspaper layout	Use embedded/relative		Use a wide range of	
features included.	clauses Eg. The suspect,	John Smith (64), a retired	connectives for additional	
	who was wearing a black	community officer said	information e.g.	
Bold eye-catching	hooded jumper,		Furthermore, additionally,	
headline which includes		Within minutes	on the other hand,	

alliteration	Sentences to include		consequently, On the	
	direct and reported	The school confirmed	contrary,	
	speech.	that		
			<u>Tense</u>	
		She claimed that	Correct use of past and	
			present tense.	
		He continued by		
		informing us that	<u>Adverbs</u>	
			Know what an adverbial	
		Police were	phrase is.	
			Fronted adverbials	

#### **Biography/ Autobiography**

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and	Simple sentences with	During his/her/my early	<u>Noun</u>	Apostrophes for
conclusion.	extra description.	life Soon afterwards	Nouns and pronouns used	possession
		Sometimes he/I	for clarity and cohesion.	
Links between sentences	Some complex sentences	Strangely	Noun phrases expanded	Speech punctuation
help to navigate the	using when, if, as etc.	One of the most	by the addition of	Y3 – Inverted commas
reader from one idea to		remarkable facts about	modifying adjectives,	Y4 – full speech
the next.	Tense consistent e.g.	His/her/my greatest	nouns and prepositional	punctuation
	modal verbs can/will	achievement was	phrases.	
Paragraphs organised		In his /her/my early		Commas for fronted
correctly around key	Adverbials	years	<u>Verbs</u>	adverbials (Y4)
events of someone's life		By the time he/she/I	Standard English forms	
in chronological order.	Variation in structures	had	for verbs.	
	e.g. When she was young,	In his/ her final years		
Elaboration is used to	Later on in her life,	What is clear is that	<u>Adjectives</u>	
reveal the writer's		Even though he/she/I was	Choose appropriate	
emotions and responses.	Use embedded/relative	not popular at the time,	adjectives	
	clauses E.g. Florence, who	Although feelings ran high		

A closing statement to	worked as a nurse,	in the community,	Connectives/conjunctions	
summarise key events.		In many ways it wasn't	Use a wide range of	
	Include adverbs to show	until	connectives. Express time	
	how often e.g.	He/She/I might have	and cause (when, so,	
	additionally, frequently,	been	before, after, while,	
	rarely.	His/Her/My one regret	because)	
		was(is) that		
	Sentences build from a		<u>Tense</u>	
	general idea to more		Correct use of past and	
	specific.		present tense.	
	Use emotive language to		<u>Adverbs</u>	
	show personal response		Know what an adverbial	
	e.g. fabulous, showcase		phrase is.	
	inspired her to			
			Fronted adverbials	

Letters

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction stating	Simple sentences with	While, if, as, when.	<u>Noun</u>	Apostrophes for
purpose of the letter.	extra description.		Nouns and pronouns used	possession
		I would like to inform you	for clarity and cohesion.	
Links between key ideas	Some complex sentences	that	Noun phrases expanded	Speech punctuation
in the letter. Paragraphs	using when, if, as etc.		by the addition of	Y3 – Inverted commas
organised correctly into		It has come to my	modifying adjectives,	Y4 – full speech
key ideas.	Variation in sentence	attention that	nouns and prepositional	punctuation
	structures e.g. While we		phrases.	
Topic sentences.	were at the park As we	Thank you for		Commas for fronted
	arrived		<u>Verbs</u>	adverbials (Y4)
All letter layout features		I hope that	Standard English forms	
included to fit whether	Tense consistent e.g.		for verbs.	
letter is formal or	modal verbs can/will	As I stated earlier		

informal.			<u>Adjectives</u>	
	Use embedded/relative	Referring to	Choose appropriate	
	clauses E.g. Mrs Holt, who		adjectives	
	was very angry	This is an unfortunate		
			Connectives/conjunctions	
	Adverbials	It is with regret	Use a wide range of	
			connectives to express	
		I would be grateful if	cause, and to add	
			additional information Eg.	
		It is with regret that	In addition, for example,	
			because, due to, when, if	
		I look forward to hearing		
		from you in due course.	<u>Tense</u>	
			Correct use of past and	
		Use modal verbs to hint	present tense.	
		future action or		
		possibilities e.g. should,	<u>Adverbs</u>	
		would, could.	Know what an adverbial	
			phrase is.	
			Fronted adverbials	

### Year 4

#### **Year 4 Narrative**

Text Structure	Sentence	Word Classes	Punctuation
Link between resolution and ending.  Links between sentences help to navigate the	Variation in sentence structures Eg. While, although, until  Use embedded/relative clauses Eg. Marcus, who grinned slyly at the	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Eg. The old carved box hidden beneath the bed.	Apostrophe to mark singular and plural possession.
reader from one idea to the next. Eg. Contrasts in mood angry mother,	teacher Include adverbs to show how often or	Verb Standard English forms for verbs, ('we were' instead of	Commas after fronted adverbials.

disheartened Jack	add subtlety of meaning Eg. Exactly,	'we was' or 'I did' instead of 'I done')	Use inverted
	suspiciously		commas to
Paragraphs organised to build up to key event. Repetition avoided through using different sentence structures and ellipsis.  Paragraphs starting at appropriate points, Eg. For a new time, place, character, action or for a new speaker	Tense changes appropriate; verbs may refer to continuous action. Eg. Will be thinking  Using a range of sentence openers such as fronted adverbials	Adjectives Choose appropriate adjectives  Connectives/conjunctions Use a wider range of connectives. Eg, Consequently, in the end, much later on, eventually, meanwhile.  Tense Correct use of past and present tense.  Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	indicate direct speech and use full speech punctuation. Eg. Capital letters, commas and question and exclamation marks.

# Explanation

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Describe a process in clear steps.	Simple sentences with extra description.	This article will	Noun Nouns and pronouns used for clarity and cohesion.	Apostrophes for possession.
Introduction explaining the process being explained.	Some complex sentences using when, if, as etc.	This explanation is intended to	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Commas for fronted adverbials.
Steps organised into	Use embedded/relative	The following information		

paragraphs, with a topic	clauses e.g. The door, which		<u>Verbs</u>
sentence, and linked details.	opens and closes, is	. Lists Iv.	Standard English forms of
	controlled by	It can be difficult to so	verbs.
Text ordered following a step			
by step process.	Fronted adverbials used	To begin with	Adjectives
	e.g. As a result of,		Choose appropriate
			adjectives to describe parts of
Closing statement relating		Before long	the process/machinery.
back to the process being	Adverbs e.g. frequently,		
explained.	often, sometimes.		
		After a minute	Connectives/conjunctions
	Noun phrases used to add		Use causal connectives, e.g.
	detail e.g. The heavy metal	As a result	As a result of, because, when.
	door	7 to a resulting	<u>Tense</u>
			Mainly present tense verbs.
		This causes	, p
		Tills causes	<u>Adverbs</u>
			Use an adverbial phrase e.g.
			slowly and carefully
		This leads to	Slowly and carefully
			Fronted adverbials
			including commas.
		Therefore	
			Adverbials of time and place.

#### Persuasion - Purpose: advert, leaflet, argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction that	Simple sentences with	Surely	<u>Noun</u>	Apostrophes for
states the purpose and	extra description.	Obviously	Nouns and pronouns used	possession
intended outcome.		Clearly	for clarity and cohesion.	
	Some complex sentences	Don't you think		Speech punctuation (eg,
Points about	using when, if, as etc.	Firstly	Use of second person eg,	quote)
subject/issue		Secondly	you, to directly address	
	Tense consistent e.g.	Thirdly	the reader.	Y3 – Inverted commas
Organised into	modal verbs can/will	My own view is		Y4 – full speech
paragraphs		My last point is	Noun phrases expanded	punctuation
	Adverbials.	My final point is	by the addition of	
Sub-headings used to		Imagine	modifying adjectives,	Commas for fronted
organise the points in the	Include adverbs to show	Consider	nouns and prepositional	adverbials (Y4)
text.	how often e.g.	Enjoy	phrases.	
	additionally, frequently,	I believe that		
Conclusion to reiterate	rarely.	It seems to me that	<u>Verbs</u>	
the outcome.		It is clear that	Standard English forms	
	More complicated	Is it any wonder that	for verbs.	
	rhetorical questions e.g.	Furthermore		
	haven't you always	As I see it	<u>Adjectives</u>	
	longed for a?	Tremendous	Choose appropriate	
		I Implore you to consider	adjectives	
		Extremely significant		
		Inevitably	Connectives/conjunctions	
		Finally	Use a wide range of	
		In conclusion	connectives to express	
		In summary	cause, and to add	
		The evidence presented	additional information Eg.	
		Have you ever thought	In addition, for example,	

	about?	because, due to, when, if	
	Do you think that?		
	Fed up with?	<u>Tense</u>	
		Correct use of past and	
		present tense.	
		<u>Adverbs</u>	
		Know what an adverbial	
		phrase is.	
		Fronted adverbials	

### **Balanced Arguments**

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and	Variation in sentence	I will begin by	<u>Noun</u>	Apostrophes for
conclusion.	structures e.g. Whilst	Maybe	Nouns and pronouns used	possession
	many people claim	Firstly	for clarity and cohesion.	
Links between key ideas		Many people are	Noun phrases expanded	Speech punctuation
in the text. Paragraphs	Use embedded/relative	concerned that	by the addition of	Y3 – Inverted commas
organised correctly into	clauses, e.g. It is perfectly	I wonder	modifying adjectives,	Y4 – full speech
key ideas.	clear, however, that	Sometimes	nouns and prepositional	punctuation
		It could be argued that	phrases.	
Subheadings to organise	Include adverbs to show	Therefore		Commas for fronted
the text.	how often e.g.	My overall	<u>Verbs</u>	adverbials (Y4)
	additionally, frequently,	feeling/opinion is	Standard English forms	
Topic sentences.	rarely.	An example of this is	for verbs.	
		It is clear that		
Organise opposing points	Tense consistent e.g.	This piece of writing will	<u>Adjectives</u>	
appropriately (either for,	modal verbs could/might	feel convinced	Choose appropriate	
against, for against,		I intend to	adjectives	
Or	Start sentences with	On the other hand		
Fors with elaboration	verbs e.g. imagine,	In addition	Connectives/conjunctions	

followed by against with	consider, enjoy.	It is surprising that	Use a wide range of	
elaboration).		On balance	connectives for additional	
	Rhetorical questions e.g.	Finally I would like to	information e.g.	
	Have you ever considered	add	Furthermore, additionally,	
	the impact of?	My next point concerns	on the other hand,	
		Furthermore	consequently, On the	
		Having looked at both	contrary,	
		sides, I thinkbecause		
		Having considered the	<u>Tense</u>	
		arguments for and	Correct use of past and	
		against Whilst	present tense.	
			<u>Adverbs</u>	
			Know what an adverbial	
			phrase is.	
			Fronted adverbials	

### Year 5 and 6

## Year 5/6 Narrative

Text Structure	Sentence	Word Classes	Punctuation
The story is well constructed, based on planning and raises intrigue. Sequence of plot may be disrupted for effect e.g. flashback	Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.	Noun Expanded noun phrases are included to convey complicated information concisely.	Use a wide range of punctuation throughout the writing:  Full Stops
Opening and resolution shape the	Modifiers are used to intensify or	<u>Verbs</u>	Commas in lists

story	qualify	Use modal and perfect verb forms.	Exclamation and question marks
	e.g. insignificant amount, exceptionally	Prefixes for verbs; dis, de, mis, over,	Apostrophes (for possession and contraction)
Structural features of narrative are included e.g. repetition for effect		ise, ify.	Commas for clarity
	Sentence length and type varied according to purpose.	Convert adjectives in verbs using suffixes; ate, ise, ify.	Inverted Commas
Paragraphs varied in length and structure.		suffixes, ate, ise, iiy.	Hyphens  Brackets
	Vocabulary used to support formality and tone, audience and purpose	<u>Adjectives</u>	Dashes
Pronouns used to hide the doer of the action e.g. it crept into the woods	including subjunctive form.	Choose appropriate adjectives to describe characters, settings and	Colons
	Wide range of subordinate and	atmosphere.	Semi-colons
Dialogue is used to move the action on and heighten empathy for central	coordinating (FANBOYS) connectives e.g. whilst, until, despite.	Connectives/conjunctions	
character	Embedded subordinate clauses	Use a wide range of connectives, varying their position in a sentence.	
Deliberate ambiguity is set up in the mind of the reader until later in the text	(including relative clauses) are used for economy or emphasis	<u>Tense</u>	
COAC	Fronted adverbials used to clarify writer's position	Change tense according to features of the genre.	
	e.g. As a consequence of his selfish actions	<u>Adverbs</u>	
		Use an adverbial phrase.	
	Active and passive		

voice used deliberately to heighten	Fronted adverbials	
voice used deliberately to heighten		
engagement.	including commas.	
e.g. the ring was removed from the		
drawer		
	Adverbials of time, place and number.	
Figurative language used to build up		
description e.g. everyone charged like	Link ideas within and across	
a deer pack under threat	paragraphs using cohesive devices	
	such as adverbials, pronouns and	
	synonyms.	
	,	
Complex noun phrases used to add		
detail e.g. The distinctive sapphire		
ring is slowly removed from her		
slender hand.		
siender nand.		
Prepositional phrases used cleverly.		
e.g. In the messy scramble for the		
bag.		

## Year 5/6 Instructions

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and	Wide range of subordinate	Don't forget to	Noun	Use a wide range of
equipment needed are	connectives		Expanded noun phrases are	punctuation throughout the
outlined clearly.	e.g. whilst, until, despite.		included to convey	writing:
Ourse vised into along maints	Modifiers are used to intensify or qualify	Be careful of	complicated information concisely.	Full Change
Organised into clear points	e.g. insignificant amount,			Full Stops
denoted by time.	exceptionally.	Don't worry about	<u>Verbs</u>	Commas in lists
Sentences include	Sentence length and type	Concentrate on	Use modal and perfect verb forms.	Exclamation and question marks
precautionary advice e.g. Be careful not to over whisk as it will turn into butter.	varied according to purpose.	At this point	Prefixes for verbs; dis, de, mis, over, ise, ify.	Apostrophes (for possession and contraction)
	Fronted adverbials use to	The error portrein		Commas for clarity
Friendly tips/suggestions are	clarify writers position e.g. If the temperature gets too	Whilst that is	Convert adjectives in verbs	Inverted Commas
included to heighten the engagement.	high	Willist triat is	using suffixes; ate, ise, ify.	Hyphens
e.g. This dish is served best				Brackets
with a dash of nutmeg.	Complex noun phrases used	Focus on	Adjectives Choose appropriate	Dashes
	to add detail e.g. The golden pastry can be decorated with	To the media come that	adjectives to describe characters, settings and	Colons
Can write accurate instructions for complicated processes.	smaller pastry petals.	Try to make sure that	atmosphere.	Semi-colons
processes.	Prepositional phrases used	When you do, don't		

Can write imaginative	cleverly e.g. In the event of		Connectives/conjunctions
instructions using flair and	overcooking		
humour.		I would suggest	Use a wide range of
			connectives, varying their
			position in a sentence.
		Many people at this stage	
			<u>Tense</u>
			Change tense according to
			features of the genre.
			<u>Adverbs</u>
			Use an adverbial phrase.
			Fronted adverbials
			including commas.
			Adverbials of time, place and
			number.
			Link ideas within and across
			paragraphs using cohesive
			devices such as adverbials,
			pronouns and synonyms.

# Year 5/6 Recount: experiences, diary, police reports, sports reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and	Sentence length and type	As it happened	Noun	Use a wide range of
conclusion including	varied according to purpose.		Expanded noun phrases are	punctuation throughout the
elaborated personal			included to convey	writing:
response.		As a result of	complicated information	
	Active and passive voice used		concisely.	
	deliberately to heighten			Full Stops
Description of events are	engagement.	Consequently		·
detailed and engaging.	e.g. Giraffes left the	Consequently	<u>Verbs</u>	Commas in lists
	enclosure.	Subsequently	Use modal and perfect verb forms.	Exclamation and question marks
The information is organized				Apostrophos (for possession
chronologically with clear	Wide range of subordinate		Prefixes for verbs; dis, de,	Apostrophes (for possession and contraction)
signals to the reader about	connectives	Unlike the rest of the group, I	mis, over, ise, ify.	and contraction)
time, place and personal	e.g. whilst, until, despite.	felt		Commas for clarity
response.				
			Convert adjectives in verbs	Inverted Commas
Purpose of the recount an	Verb forms are controlled and precise e.g. It would be	In a flash	using suffixes; ate, ise, ify.	Hyphens
experience revealing the	regrettable if the wild life			Brackets
writer's perspective.	funds come to an end.	Presently	Adjectives Choose appropriate	Dashes
			adjectives to describe	Colons
The report is well constructed	Modifiers are used to	Meanwhile	characters, settings and	
and answers the readers	intensify or qualify e.g.		atmosphere.	Semi-colons
questions.	insignificant amount, exceptionally	In conclusion		

The writer understands the		The experience overall	Connectives/conjunctions	
impact and thinks about the		,		
response.	Fronted adverbials use to		Use a wide range of	
	clarify writers position		connectives, varying their	
	e.g. As a consequence of their		position in a sentence.	
Information is prioritized	actions			
Information is prioritized				
according to importance and			Tense	
a frame of response set up for	Complex noun phrases used		Change tense according to	
the reply.	to add detail e.g. The fragile		features of the genre.	
	eggs are slowly removed from			
	the large mother hen.			
			Adverbs	
			Adverbs	
	Prepositional phrases used		Use an adverbial phrase.	
	cleverly.			
	e.g. In the event of a fire			
	e.g. III the event of a file		Fronted adverbials	
			including commas.	
			including commas.	
			Adverbials of time, place and	
			number.	
			Link ideas within and across	
			paragraphs using cohesive	
			devices such as adverbials,	
			pronouns and synonyms.	
			pronouns and synonyms.	

# Year 5/6 Non-Chronological Reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and	Sentence length and type	The purpose of this	Noun	Use a wide range of
conclusion using all the layout	varied according to purpose.	report/article is to	Expanded noun phrases are	punctuation throughout the
features.			included to convey complicated information	writing:
	Active and passive voice used	The information presented	concisely.	
Description of the	deliberately to heighten	will		Full Stops
phenomenon is technical and	engagement.			
accurate.	e.g. The eggs were removed		<u>Verbs</u>	Commas in lists
	from the beach.	Some experts believe	Use modal and perfect verb	Exclamation and question
			forms.	marks
Generalised sentences are				Apostrophes (for possession
used to categorise and sort	Wide range of subordinate	This article is designed to	Prefixes for verbs; dis, de,	and contraction)
information for the reader	connectives		mis, over, ise, ify.	and contraction;
Purpose of the report is to	e.g. whilst, until, despite.			Commas for clarity
inform the reader and to		Many specialists consider	Convert adjectives in verbs	Inverted Commas
describe the way things are.			using suffixes; ate, ise, ify.	inverted commas
	Verb forms are controlled and		using surfixes, ate, ise, ify.	Hyphens
	precise e.g. It would be regrettable if the wild life	Firstly I will		Brackets
Formal and technical	funds come to an end.		Adjectives	Didekets
language used throughout to	Tunus come to an ena.		Choose appropriate	Dashes
engage the reader.		It can be difficult	adjectives to describe	Colons
	Modifiers are used to		characters, settings and	COIOTIS
	intensify or qualify e.g.		atmosphere.	Semi-colons
The report is well constructed	insignificant amount,	will enable you to		
and answers the reader's	exceptionally	understand.		
	, ,			

questions.			Connectives/conjunctions
The writer understands the impact and thinks about the response.	Fronted adverbials use to clarify writers position e.g. As a consequence of their actions	Unlike  Despite  Although	Use a wide range of connectives, varying their position in a sentence.
Information is prioritised according to importance and a frame of response set up for the reply.	Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.  Prepositional phrases used cleverly. e.g. In the event of a fire	They are unusually They are rarely They are never They are very  Generally  Be careful if you Frequently they  I will attempt to  This article will frame	Tense Change tense according to features of the genre.  Adverbs Use an adverbial phrase.  Fronted adverbials including commas.  Adverbials of time, place and number.  Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.
		It can be difficult to	

	More than half	
	Less then half	

## Year 5/6 Letter

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and	Sentence length and type	I appreciate	Noun	Use a wide range of
conclusion using all the letter	varied according to purpose.		Expanded noun phrases are	punctuation throughout the
layout features.			included to convey	writing:
		Whilst we were waiting	complicated information	
	Active and passive voice used		concisely.	
Paragraphs developed with	deliberately to heighten			Full Stops
prioritized information.	engagement.	Your concern		Commas in lists
	e.g. the café chairs were		<u>Verbs</u>	Commas in lists
	broken.		Use modal and perfect verb	Exclamation and question
Purpose of letter clear and		Until this is resolved	forms.	marks
transparent for reader.				An actually as (fair massacian
	Wide range of subordinate		Prefixes for verbs; dis, de,	Apostrophes (for possession and contraction)
	connectives	Despite speaking to the duty	mis, over, ise, ify.	and contraction)
Formal language used	e.g. whilst, until, despite.	manager		Commas for clarity
throughout to engage the				In variated Company
reader.			Convert adjectives in verbs	Inverted Commas
	Complex sentences that use	This is a disgrace	using suffixes; ate, ise, ify.	Hyphens
	well known economic	Tills is a disgrace		
Letter well constructed that	expression. e.g Because of			Brackets

answers the reader's	their courageous efforts, all		Adjectives	Dashes
questions.	the passengers were saved,		Choose appropriate	
	which was nothing short of a	Unfortunately	adjectives to describe	Colons
	miracle.		characters, settings and	Semi-colons
The writer understands the impact and thinks about the		Many other people also	atmosphere.	Semi colons
Information is prioritized according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.  Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally	I am delighted to inform you that  Please do not hesitate to contact me  An early response would be greatly appreciated	Connectives/conjunctions  Use a wide range of connectives, varying their position in a sentence.  Tense Change tense according to features of the genre.	
	Fronted adverbials used to clarify writers position e.g. As a consequence of your	Please accept my	Adverbs  Use an adverbial phrase.	
	actions	I wish to express	Fronted adverbials including commas.	
	Complex noun phrases used to add detail e.g. the	The impact of		
	dilapidated fencing around the enclosure was extremely dangerous.	Despite continued efforts	Adverbials of time, place and number.	
			Link ideas within and across	

		Subsequently	paragraphs using cohesive	
			devices such as adverbials,	
	repositional phrases used		pronouns and synonyms.	
	everly.			
l e.g	g. In the event of a fire			

# Year 5/6 Persuasion: advert, argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and	Sentence length and type	It strikes me that	Noun	Use a wide range of
conclusion using all the	varied according to purpose.		Expanded noun phrases are	punctuation throughout the
argument or leaflet layout			included to convey	writing:
features.		There is no doubt that	complicated information	
	Active and passive voice used		concisely.	
	deliberately to heighten			Full Stops
Paragraphs developed with prioritised information.	engagement. e.g. the café chairs were	I am convinced that	<u>Verbs</u>	Commas in lists
	broken.	It appears	Use modal and perfect verb forms.	Exclamation and question marks
View point is transparent for				Anastrophes (for possession
reader.	Wide range of subordinate connectives		Prefixes for verbs; dis, de, mis, over, ise, ify.	Apostrophes (for possession and contraction)
	e.g. whilst, until, despite.	In my opinion	inis, over, ise, iry.	Commas for clarity
Emotive language used throughout to engage the			Convert adjectives in verbs	Inverted Commas
reader.	Complex sentences that use well known economic	Surely only a fool would consider	using suffixes; ate, ise, ify.	Hyphens

	expression.			Brackets
Arguments are well constructed that answer the	e.g Because of their courageous efforts, all the	In addition	Adjectives	Dashes
reader's questions.	passengers were saved, which was nothing short of a	Furthermore	Choose appropriate adjectives to describe	Colons
	miracle.	Moreover	characters, settings and atmosphere.	Semi-colons
The writer understands the impact or the emotive				
language and thinks about	Persuasive statement are used to change the readers	My evidence to support this is	Connectives/conjunctions	
the response.	opinion. E.g. you will never		Use a wide range of	
	need to	On balance	connectives, varying their position in a sentence.	
Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise	Just think how	<u>Tense</u>	
	e.g. It will be a global crisis if people do not take a stand against	Now you can	Change tense according to features of the genre.	
	Modifiers are used to	For the rest of your life	<u>Adverbs</u>	
	intensify or qualify		Use an adverbial phrase.	
	e.g. insignificant amount, exceptionally	Unbelievable		
		Outrageous	Fronted adverbials including commas.	
	Fronted adverbials used to clarify writer's position	Incredible		
	e.g. As a consequence of your actions	It appears that	Adverbials of time, place and number.	

Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths	There can be no doubt that  It is critical	Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.	
Prepositional phrases used cleverly. e.g. In the event of a	Fundamentally		
blackout	How can anyone believe this to be true?		
	Does anyone really believe that?		
	As everyone knows		
	I cite, for example		
	I would draw your attention to		
	I would refer to		

	On the basis of the evidence presented	
	Phenomenal	
	Unique	
	Unmissable	
	You will be	
	Don't	
	Take a moment to	
	Isn't it time to?	
	Worried about	

# Year 5/6 Biography

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and	Sentence length and type	In (insert year) at the age	<u>Noun</u>	Use a wide range of
conclusion including	varied according to purpose.	ofhe/she	Expanded noun phrases are	punctuation throughout the
elaborated personal			included to convey	writing:
response.			complicated information	
	Active and passive voice used			

	deliberately to heighten	The time came for	concisely.	Full Stops
Description of events are	engagement.			Commas in lists
detailed and engaging.	e.g.			
		In his/her later years	Verbs Use modal and perfect verb	Exclamation and question marks
	Wide range of subordinate		forms.	IIIdikS
The information is organised	connectives	Once he/she had		Apostrophes (for possession
chronologically with clear signals to the reader about	e.g. whilst, until, despite.	office frequency	Prefixes for verbs; dis, de,	and contraction)
time, place and personal			mis, over, ise, ify.	Commas for clarity
response.	Verb forms are controlled and	Nobody is sure why		Inverted Commas
	precise e.g.		Convert adjectives in verbs	Llumbana
		la saite ef	using suffixes; ate, ise, ify.	Hyphens
Recount is structured to reveal the subjects		In spite of		Brackets
developing perspective.	Modifiers are used to			Dashes
	intensify or qualify e.g. insignificant amount,	His/Her lasting legacy is that	Adjectives Choose appropriate	Colons
	exceptionally		adjectives to describe	
	,		characters, settings and	Semi-colons
			atmosphere.	
	Fronted adverbials use to			
	clarify writer's position e.g. As a consequence of their		Connectives/conjunctions	
	actions		Connectives/conjunctions	
			Use a wide range of	
			connectives, varying their position in a sentence.	
	Complex noun phrases used		position in a sentence.	
	to add detail e.g.			
			<u>Tense</u>	
			Change tense according to	
			features of the genre.	

	Adverbs  Use an adverbial phrase.	
	Fronted adverbials including commas.	
	Adverbials of time, place and number.	
	Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.	

# Year 5/6 Balanced Argument: Speech, Essay, Letter

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the	Sentence length and type varied according to purpose.	It strikes me that	Noun Expanded noun phrases are	Use a wide range of punctuation throughout the
argument or leaflet layout features.	Tanta according to parpoon	NA. intention in to	included to convey complicated information	writing:
	Active and passive voice used	My intention is to	concisely.	Full Chaire
Paragraphs developed with	deliberately to heighten engagement.	To do this I will		Full Stops  Commas in lists
prioritised information.	e.g. the café chairs were broken.		Verbs Use modal and perfect verb	Exclamation and question
Both view points are		As I see it	forms.	marks
transparent for reader.	Wide range of subordinate connectives		Prefixes for verbs; dis, de, mis, over, ise, ify.	Apostrophes (for possession and contraction)
Emotive language used	e.g. whilst, until, despite.	It appears to me	, 6761, 186, 117.	Commas for clarity
throughout to engage the reader.	Complex sentences that use	Naturally	Convert adjectives in verbs using suffixes; ate, ise, ify.	Inverted Commas
	well known economic expression.			Hyphens  Brackets
Arguments are well	e.g Because of their courageous efforts, all the	It is precisely because	Adjectives Choose appropriate	Dashes
constructed that answer the reader's questions.	passengers were saved, which was nothing short of a	Cubaaauanth	adjectives to describe characters, settings and	Colons
	miracle.	Subsequently	atmosphere.	Semi-colons

The writer understands the		Doubtless	
impact of the emotive language and thinks about	Persuasive statements are	Nevertheless	Connectives/conjunctions
the response.	used to change the reader's opinion. E.g. you will never need to	In stark contrast	Use a wide range of connectives, varying their position in a sentence.
Information is prioritised		Contrary to this position	
according to the writer's point of view.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against	It would seem logical	Tense Change tense according to features of the genre.
	Modifiers are used to	Let us consider the impact	<u>Adverbs</u>
	intensify or qualify e.g. insignificant amount, exceptionally	In conclusion	Use an adverbial phrase.
	Fronted adverbials used to clarify writer's position	The evidence presented leads me to conclude	Fronted adverbials including commas.
	e.g. As a consequence of your actions	I will present	Adverbials of time, place and number.
	Complex noun phrases used to add detail e.g. the phenomenal impact of using	Following that I will	Link ideas within and across paragraphs using cohesive devices such as adverbials,
	showers instead of baths	One argument for this is that	pronouns and synonyms.

Prepositional phrases us cleverly. e.g. In the event of a blackout	fundamentally flawed
	an easy answer that avoids
	I would counter this view
	It seems plausible to
	Moreover
	In point of fact
	The evidence I would use to support this is
	It surprises me that
	It is my conviction
	Finally I would like to add

	Even though there has been a ong history of activists	
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## Year 5/6 Newspaper

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and	Sentence length and type	Until this is resolved	Noun	Use a wide range of
conclusion using all the	varied according to purpose.		Expanded noun phrases are	punctuation throughout the
newspaper's layout features.			included to convey	writing:
		Unfortunately	complicated information	
	Active and passive voice used	,	concisely.	
Paragraphs developed with	deliberately to heighten			Full Stops
prioritised information into	engagement.	Chaos ensued		·
columns.	e.g. the café chairs were	Chaos ensueu	<u>Verbs</u>	Commas in lists
	broken.		Use modal and perfect verb	Exclamation and question
			forms.	marks
Subheadings are used as an		Many panicked when		IIIdiks
organisational device.	Wide range of subordinate			Apostrophes (for possession
organisational device.	connectives		Prefixes for verbs; dis, de,	and contraction)
	e.g. whilst, until, despite.	He disputed	mis, over, ise, ify.	
	e.g. willist, artill, despite.			Commas for clarity
Formal language used			Convert adjectives in verbs	Inverted Commas
throughout to engage the	C	She refused to accept that	using suffixes; ate, ise, ify.	
reader.	Complex sentences that use well known economic			Hyphens
				Brackets
	expression.	The parents agreed that	Adiostivos	DidCRetS
Quotations are	e.g Because of their courageous efforts, all the	The parents agreed that	Adjectives Chassa appropriate	Dashes
succinct/emotive.	passengers were saved, which		Choose appropriate adjectives to describe	
	was nothing short of a		characters, settings and	Colons
	miracle.	Witnesses	atmosphere.	Semi-colons
Newspapers well constructed	Tilliacie.		aunosphere.	301111 0010113
that answers the reader's		Pupils emphasized		
questions.		,		
	Verb forms are controlled and			

The writer understands the impact and thinks about the response.	precise e.g. It would be helpful if you could let me know as this will enable us to take further action.	They spoke to In addition to this	Connectives/conjunctions  Use a wide range of connectives, varying their position in a sentence.
Information is prioritised according to importance and a frame of response set up for the reply.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally	The impact of  Despite continued efforts	Tense Change tense according to features of the genre.
Headlines include puns.	Fronted adverbials used to clarify writer's position e.g. As a consequence of the	Subsequently	Adverbs  Use an adverbial phrase.
	accident	The appointed spokesman	Fronted adverbials including commas.
	Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely	In addition	Adverbials of time, place and number.
	dangerous.	Mrs Hedges emphasised	Link ideas within and across paragraphs using cohesive
	Prepositional phrases used cleverly. e.g. In the aftermath of a	Tragic	devices such as adverbials, pronouns and synonyms.
	fire	Crisis situation	

	Epic proportions	
	Many parents refused to accept	
	The horror	
	Politicians also spoke of how	

## Year 5/6 Explanation

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Summarise and describe a	Sentence length and type	This article will	Noun	Use a wide range of
process giving detailed	varied according to purpose.		Expanded noun phrases are	punctuation throughout the
information.			included to convey	writing:
		This explanation is intended	complicated information	
	Active and passive voice used	to	concisely.	
Developed introduction	deliberately to heighten			Full Stops
explaining purpose	engagement.			
	e.g. the paper is torn by the	The following information	<u>Verbs</u>	Commas in lists
	machine.		Use modal and perfect verb	Exclamation and question
Paragraphs developed with			forms.	marks
clear topic and linking		It can be difficult to so		
sentences.	Wide range of subordinate	Te dan be announce to in so in	Prefixes for verbs; dis, de,	Apostrophes (for possession
	connectives including causal		mis, over, ise, ify.	and contraction)
	connectives	To begin with	, , , ,	Commas for clarity
Text ordered procedurally,	e.g. whilst, until, despite, due	TO DEGITI WITH		
following a step by step	to, because.		Convert adjectives in verbs	Inverted Commas
process.			using suffixes; ate, ise, ify.	Hyphens
		Before long		,
	Complex sentences using well			Brackets
Conclusion summarises the	known economic expressions		<u>Adjectives</u>	Dashes
processes and purpose of the	e.g Because of their	After a minute	Choose appropriate	Dasiles
text.	courageous efforts, all the		adjectives to describe	Colons
	passengers were saved, which		characters, settings and	Carai aalama
	was nothing short of a	As a result	atmosphere.	Semi-colons
	miracle.			

Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.	This causes This leads to	Connectives/conjunctions  Use a wide range of connectives, varying their position in a sentence.	
Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally	Therefore	Tense Change tense according to features of the genre.  Adverbs	
Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident		Use an adverbial phrase.  Fronted adverbials including commas.	
Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.		Adverbials of time, place and number.  Link ideas within and across	
Prepositional phrases used cleverly. e.g. In the aftermath of a fire		paragraphs using cohesive devices such as adverbials, pronouns and synonyms.	